**Career Academy Integrated Unit Plan**

**Academy Name: AEMM**  **School: Deltona H.S.**

**Date Created: 6-7-11 Created by: Rodriguez & Norman**

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| Integrated Unit Plan Title: Introduction to Shakespeare in Context |
| Courses to integrate: English/Marketing Essentials/ Production Technology/ Drafting |
| Grade Level: 9 |
| Timeline & Duration: Three Weeks |
| Unit Summary: The purpose of this unit is to help students understand how literature is affected by the period the author lived in, the political world and the personal experiences that the author may have gone through at the time. By allowing the students to peer into how the people lived, they can understand the concept of the Elizabethan theater and its place in society. Students will then create an informative brochure attracting tourists to the Globe theater incorporating the items found and how what was found may have affected the theater. |

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| **Overview of Activities/Lessons per Course** | | | | |
| **Course** | **Eng I Honors** | **Marketing Essentials** | **Drafting** | **Production** |
| Activity/  Lesson | Prior to the study of *Romeo and Juliet*, students will conduct an archeological dig of a recreated Elizabethan site in order to understand how historical context affects the writing of period literature. Student will locate items of everyday life of the people. Once located they are to be documents and described in order to interpret how people lived and interacted. | Students will catalog the items found in the archeological dig of a recreated Elizabethan site in MSExcel. Students will compare contemporary items and include historical and contemporary prices. Students will use formulas to calculate inflation. | Thumbnail Sketching of ideas, drafting a predetermined ½ scale of a scene to be used as a template for the diorama | Exploration into proper building techniques for scale models and sets. Exploring careers. Building scale model of scene of short story, Giving a speech type presentation |
| Activity/  Lesson | Students will create an informative brochure using Microsoft Publisher attracting tourists to the Globe theater incorporating the items found and how what was found may have affected the theater. | Students will create an informative brochure using Microsoft Publisher persuading tourists to visit the Globe theater incorporating the items found and how what was found may have affected the theater. |

**Lesson Instructions for English I Honors:**

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| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):**  **Rigor & Relevance (quadrant):**  LA.910.3.1.1 – 3 - Edit draft for textual format.  Edit draft for standard conventions of spelling, grammar, and usage.  LA.910.4.2.1 – 4 - Students will produce and record information related to observations  LA.910.4.3.1 – 2 - Students will generate personal ideas and write persuasive text  LA.910.5.2.5 Investigate print, graphic, audio-visual, and digital material to determine appropriateness for a selected topic.  LA.910.6.2.1 Develop a comprehensive search plan and record findings  LA.910.6.2.2 Judge the validity and reliability of primary and secondary sources. |
| **Instructions to Teacher:**  Teacher will prepare Elizabethan dig site prior to student’s excavations. Teacher will observe and instruct students during the archeological digs. Teacher will instruct and support students in the use of Microsoft Publisher to create persuasive brochure. |
| **Instructions to Students:**  Students will follow directions in excavating site and preparing (drafting, proofreading, editing) brochure for publication. |
| **Instructions for Student Accommodations:** Student will work in peer groups. |
| **Assessment for Activity:**  **Brochure/ Rubric** |
| **Approximate Length of Time for Activity: 3 weeks** |
| **Materials Needed:**  Teacher will instruct and support students in the use of Microsoft Publisher to create persuasive brochure. |
| **Resources Needed:** Microsoft publisher,  **Elizabethan Era -** [**http://www.elizabethan-era.org.uk/index.htm**](http://www.elizabethan-era.org.uk/index.htm) |
| Attachments: Sample MS Publisher brochure |

**Lesson Instructions for Marketing Essentials:**

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| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):**  03.27: Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, charts, diagrams, and internet resources LA.A.2.4.4., LA.A.2.4.6, LA.A.2.4.7, LA.A.2.4.8, LA.B2.4.4, LA.C.3.4.3., MA.A.4.4.1  03.28: Identify types of technology/ equipment used in the workplace. LA.B.2.4..4  04.11 Perform addition, subtraction, multiplication, division, ratios, and percentage problems as relate to industry. MA.A.1.4, MA.B.1.4..3, MA.B.3.4.1, MA.E.1..4  04.13: Interpret information from tables, charts, graphs, as related to the workplace. LA.A.1.4.3, MA.A.1.4, MA.B.1.4.3, MA.B.3.4.1, MA.E.1.4  04.16 determine ability to collect, organize and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal. MA.E.1.4.1  04.23 Operate 10-keypad. MA.A.1.4, MA.B.1.4.3, MA.B.3.4.1, MA.E.1.4.  05.16: Explain concept of price. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D,1.4.1.  05.22 Explain concept of competition. LA.A.1.4.3, LA.B.1.4., LA.B.2.4, LA.C.3.4, SS.D.1.4.1.  06.26 Differentiate among the three basic categories of consumer goods (convenience, shopping, specialties).LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4.  03-01 Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).  03.11-29:Demonstrate proficiency in communication and technology skills  05.0 Indentify Economic principles  13.0 Demonstrate pricing applications for the selected marketing industry  14.0 Demonstrate promotion applications for the selected marketing industry  19.0 Identify the use of technology in marketing  20.0 Apply economic principles to marketing  22.0 Demonstrate merchandising skills appropriate for marketing  24.0 Demonstrate proficiency in higher level mathematical skills unique to marketing  29.0 Demonstrate applications of technology to marketing  **Rigor & Relevance (quadrant): D** |
| **Instructions to Teacher:**  Teacher will prepare Elizabethan dig site prior to student’s excavations. Teacher will observe and instruct students during the archeological digs. Teacher will instruct and support students in the use of Microsoft Publisher to create persuasive brochure. Teacher will instruct and support students in the use of Microsoft Excel to create a catalogue of artifacts and price comparison. Teacher will instruct students on how to use color printer and double-sided documents. |
| **Instructions to Students:**  Students will follow directions in excavating site and preparing (drafting, proofreading, editing) brochure and catalogue for publication. Students will also use cameras to document artifacts. |
| **Instructions for Student Accommodations:** Student will work in peer groups. |
| **Assessment for Activity:**  Brochure/ Catalogue Matrix/ Rubric |
| **Approximate Length of Time for Activity:** 2 weeks |
| **Materials Needed:**  Computers, MS Suite, Paper, Camera |
| **Resources Needed:**  Handouts, Article about Data Matrix |
| Attachments: *Data Matrix Codes Used to Catalogue Archaeological Heritage*  Sample MS Excel Catalogue  Sample MS Publisher Brochure |

**Lesson Instructions for Drafting/Illustrative Design Technology:**

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| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):**6.01, 6.02, 6.03, 16.02, 17.03, 17.04, 22.01, 22.02  **Rigor & Relevance (quadrant):** C D |
| **Instructions to Teacher:** Using the story as a guideline, instruct the students about visualization and conceptualization. The instructor should direct the students to sketch pictorials of various elements of the main scene of the story to develop an over-all view. Use the student sketch as a guide and approximate relative measurements, the instructor will direct the students to produce a floor plan, orthographic drawings, and/or elevations for the scale model. |
| **Instructions to Students:** Using the story as a guideline, the students will begin sketching various important parts of the main scene of the story. Once enough information is obtained, the will produce a scaled floor plan of the main scene. Once the floor plan is completed, the student will produce orthographic drawings or elevations for the production of the diorama. |
| **Instructions for Student Accommodations:** Students are encouraged to interact throughout the project to allow outside opinions for completion of assignments. Students will also be allowed to use Solid Modeling in AutoCAD® to aid in the visualization of the scene and future model construction. |
| **Assessment for Activity:** Drawings should match approximate sizes specified and match the appropriate scale. |
| **Approximate Length of Time for Activity:** 8hrs. |
| **Materials Needed:** Drafting table, Drafting tools, ‘A’ and ‘C’ size paper |
| **Resources Needed:** Literature textbook |

**Lesson Instructions for Production Technology (course):**

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| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):** 14.01, 14.02, 14.03, 16.03, 18.05, 23.04  **Rigor & Relevance (quadrant):** B & D |
| **Instructions to Teacher:** Using the floor plan produced in Drafting as a template, have the students glue the template to a rigid cardboard base. Explain basic techniques of model building using foam board. Direct students on placement, cutting of foam, gluing, and painting. |
| **Instructions to Students:** Students will glue floor plan to cardboard. Using the foam board provided; cut, shape, and glue to form a scale model using the scale drawings as a guide. Apply paint and other modeling techniques to foam board. |
| **Instructions for Student Accommodations:** Students are encouraged to work together during the construction to provide outside assistance and collaboration. |
| **Assessment for Activity:** Based on a comparison of the drawings and the finished model. |
| **Approximate Length of Time for Activity:** 8 hrs. |
| **Materials Needed:** Cardboard, X-ACTO knives, foam board, paint, glue |

**Data Matrix Codes Used to Catalogue Archaeological Heritage**

*ScienceDaily (Jan. 21, 2011)* — Researchers at the Centre for the Studies of Archaeological and Prehistoric Heritage (CEPAP) of Universitat Autònoma de Barcelona (UAB) have implemented an innovative system to register archaeological artifacts which eliminates problems in manual markings, such as errors in writing or erosion of data. The system, based on direct labelling using bi-dimensional data matrix (DM) codes, has been used by the CEPAP team during two years, in which numerous artifacts and bone remains from sites in Spain and Africa were registered.

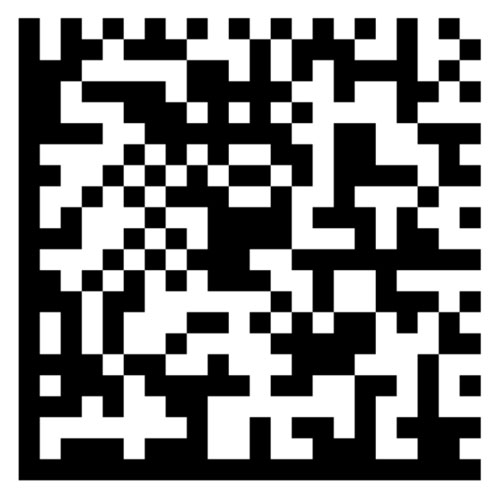
[](http://images.sciencedaily.com/2011/01/110119084757-large.jpg)The marking of archaeological material, or coding, is the process in which archaeologists identify each of the artifacts discovered at a site through an identifier code which is currently applied manually to each item and which contains the name of the site, the archaeological level at which it was found and an inventory number. This information is essential because it remits to a complex network of data which contextualises each artifact individually.

Manual coding is a routine process which requires much time and effort, and in which many errors exists -- in some cases up to 40%. Moreover, with the pass of time the coding becomes unclear and this often may hinder subsequent studies. For this reason an important part of the work done in museums, especially with important artifacts or collection items, consists in recoding the objects.

The CEPAP team has achieved to reduce coding errors to 1% by applying a new digital cataloguing system used in several dig sites to register all types of collections.

To identify each object DM codes are applied directly to the objects. The codes adapt in proportion to the size of the identified artifact, up to a minimum of 3x3 millimetres. There are many advantages when these codes are compared to bar codes, a registry system which in past years was tested in different archaeological projects. Due to their size, in many cases bar codes cannot be applied directly to the objects and must be adhered to the bag containing the artifact. This however easily can give way to errors during the manipulation of the objects.

DM codes are printed with a program CEPAP designed for the firm IWS (Internet Web Serveis), one of the project collaborators, which makes it possible to introduce alphanumeric sequences, forming series with up to 20 digits to identify each of the objects.

[](http://www.pasthorizons.com/wp-content/uploads/2011/01/data2.jpg)Printed on polypropylene labels, the codes are adhered to the artifacts by first placing them between two layers of Paraloid B72, an acrylic resin widely used in restoration of archaeological material because of its durability and long-term protection of the label. If the label is damaged -- up to 30% of the code -- the information can be reprinted fully.

Each archaeological object contains an identifier code (site, archaeological unit and sequential name). The information of each code can be read using standard readers, video and photo cameras, mobile phone readers, etc. The data includes georeferenced information of the artifacts found at the sites and which are taken with a laser theodolite, as well as several quantitative or qualitative variables which are stored in electronic notebooks or PDAs. Therefore, every day when data is stored in the computer, archaeologists have access to an exhaustive and updated field inventory which includes all of the most recent findings. The program can design and modify quantitative and qualitative variables according to the precise needs of each research project.

In addition to representing a new technology application, the system offers other important advantages. The pilot project carried out in Spanish sites (Roca dels Bous and Cova Gran de Santa Linya in Lleida) and African sites (Olduvai Gorge in Tanzania and Mieso in Ethiopia) was directed by Dr Rafael Mora, director of the Centre and lecturer of Prehistory at UAB; Dr Paloma González and Dr Jorge Martínez Moreno. The new system demonstrates substantial advantages when compared to manual coding in terms of speed and reliability, as well as its easy incorporation into everyday archaeological research tasks.

That is why CEPAP researchers find it important for scientists and heritage managers in Spain to consider the possibility of adapting a unique automated registry and cataloguing system for archaeological material, relatively easy to use and fairly economical, which would allow to unify systems which are currently differentiated. At the same time it would give way to the development of digital applications such as data consultation via internet through databases combining DM code information and visual representations (drawings, photos or 3D scans), and cyberspace access to museum pieces, which would make it easier for both researchers and society in general to have access to cultural heritages.

# Doing Archaeology in the Classroom

## A Sandbox Dig

Many teachers introduce archaeology to their students through a 'sandbox dig'.

In a sandbox dig, you are teaching your students that archaeology is about digging, and your students may easily learn that archaeology is **only** about digging. You may inadvertently be teaching your students to go out on weekends and destroy archaeological sites. In most parts of the world **THIS IS ILLEGAL.**

In fact, David Dose, a sixth grade teacher at Kellogg Middle School in Idaho was prosecuted by the U.S. National Parks Service for damage done to the Crumbling Kiva Ruin in Arizona's Glen Canyon National Park in 1994. Mr. Dose's well-intentioned but damaging field trip caused irreparable damage to a 700 year old archaeological site.

Preservation of archaeological sites must be a primary and major part of any classroom instruction on archaeology. When an archaeologist excavates a site, very often the artifacts recovered are one of the least interesting outcomes of the excavation.

All archaeological excavations start with a question. This question determines the research strategy - how the site is excavated and what type of information will be recorded. Recording everything would take forever! Archaeologists usually don't have much money, and need to work efficiently to get the answers to their questions as efficiently as possible.

Archaeologists look for context - how are features, floors, post holes, hearths and artifacts related to one another?

Archaeologists look at stratigraphy - the layers of soils and deposits in a site. These may tell us about sequences of events or cultures.

Archaeologists look for evidence of trade and contact between different groups of people.

These are only examples - can your class think of a research strategy appropriate in your area?  For example, an excavation in downtown Victoria or Prince Rupert could look for early industrial activity.  An excavation in rural Langley could look for evidence of Chinese merchants organizing horse and mule trains for the Cariboo wagon road.  An excavation in the Kettle Valley could examine the living conditions of people who built the Kettle Valley railroad.

### Proposed activities:

1. Preserving archaeological sites   
A.    Go on the internet and find your provincial or state laws about archaeological sites.

* What types of sites are protected?
* Do you need an archaeological permit from the government to dig?
* How would you get such a permit?

 If you see an archaeological site being disturbed or destroyed (for example, by road construction, by a housing development, by natural erosion) how do you contact the Archaeology Branch of your province or state?

 What fines or punishments are there for people who destroy archaeological sites?

B.    Go on the internet and find the conventions and recommendations the United Nations has about archaeology. The UN site is [www.un.org](http://www.un.org)

C.    Look up news reports from countries where archaeological sites have been damaged. (Hint: find web pages on archaeological sites and the Gulf War, on damage by war and deliberate looting in West Africa, Central America and Southeast Asia.)

Class discussion:   Why is it important to protect archaeological sites?

D.    Archaeological Context is important.   
Take two copies of a one page essay. Have a student cut out every word - ending up with a pile of confetti with a word on each piece. Each piece of paper is like an artifact. By digging artifacts up, one is cutting them out from their context. Randomly take one handful away (another 'pothunter' took these artifacts years ago).  Give several students a handful of words. Have the students try to reconstruct the essay. Reconstructing an archaeological site from a sub set of artifacts without context is similar. People who dig for artifacts without permission are destroying the meaning of the site - meaning that an archaeologist could figure out.

2.  Survey   
A.    Archaeological sites are not only places where First Nations lived before contact. An archaeological site could be practically anywhere. Some archaeologists specialize in recent archaeology, some do 'historic' archaeology, and some even do the archaeology of modern garbage (look at "Rubbish! : the archaeology of garbage' by William L. Rathje and Cullen Murphy, New York : Harper Collins Publishers, c1992).   **Do not do this with your class - you may be exposing them to health hazards in modern garbage.**

Get your class to observe a portion of your school yard over a period of several months. Every week at the same time, get the students to record the site as an archaeological survey.  Remind them about safety rules about picking up dangerous things like needles, glass or condoms.

#### How to survey an archaeological site:

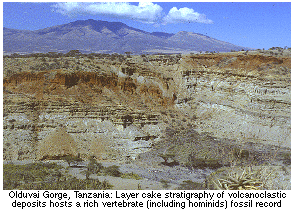
* Designate a site datum in the school yard. A Datum is a mark that will NEVER move. It will become the point from which all measurements are taken. Choose a fixed point like the NE corner of the school building rather than a movable point like a piece of equipment.
* Mark the edges of the area to be observed.  It will be easier if the area is square, oriented N/S/E/W and an exact number of meters (10, for example)
* Draw anything that will not move in the forseeable future (playground equipment, a fence, etc.) onto graph paper.  Use a scale.
* Photocopy the form, with grid lines - these are your field record forms.
* Have students work in teams of four, one to record, one to measure distance from the datum, one to measure angle from the datum line, and one to record. The student teams will map and describe all artifacts found in the survey area each week.

At the end, go over all the maps. (Photocopying each one onto an overhead transparency will allow you to see changes from week to week.)

* What kinds of artifacts were noted? What deductions can we make from these artifacts that will tell us something about the people who left them there?
* Are there any significant patterns to the groupings of artifacts (for example, are there any patterns which may tell you the age or sex of the children who frequent this part of the school yard?)
* Can we distinguish between cultural site formation processes (things people do that change the site) and natural site formation processes (natural things that change the site, like heavy rain, wind, erosion, even animal activity).
* Can we tell if there was a school yard cleanup day, or an activity like a sports day that may have changed the site (chalked lines, more garbage)
* If you had more than one group of students, were there differences in what they recorded? (sampling bias or sampling error?)
* If you did more than one area, are there detectable difference in the artifacts found?  What can you deduce from these differences?

B. Look near the school to find evidence of stratigraphy - visible layers in the soil. A good place to look is in banks where roads have been cut in, river or stream banks and open excavations in construction zones.

* Observe appropriate safety measures in these areas.
* Draw the stratigraphic profile of the cut you have found.
* Identify the layers.
* Which layers are oldest, newest?
* Can you think of a situation that would make the older layer on top?
* Can you find evidence of human activity in the profile - a post hole, a pit or a rock pile cairn?
* Can you find evidence of natural activity in the profile - a rodent burrow, a mud or rock slide?
* Why are some layers thicker than others?



[Olduvai Gorge](http://www.sfu.ca/archaeology/museum/classroom/ogorge.html) is part of the Great Rift Valley of Africa. Natural erosion has exposed stratigraphic layers that were built up over millions of years.

Mary and Louis Leakey surveyed this gorge for years, finding fossil hominids that tell us a great deal about early human evolution.

Read an interview with Mary Leakey on the Scientific American web site: <http://www.sciam.com/explorations/121696explorations.html>

C. Do a sandbox dig.

1. Formulate a research question.

* What do you want to find out by excavating this site?
* Some research questions could be:
  + 'What were the relationships between Chinese miners and EuroCanadian miners at Barkerville (where your sandbox dig is located, at least in your imagination!)?'
  + 'How did the people who were at this site interact with their neighbours (getting into issues of trade and economy)'
  + 'How did the people's culture change over time?'

2.Get permission.

Get your students to draft a letter to the Archaeology Branch. This letter should outline your research question, describe your research strategy, ( e.g. excavation, screening with a .5 cm mesh screen, flotation of botanical remains, etc.), describe your record keeping methods, and designate a museum which agrees to take and preserve the results of your excavation. (Obviously, this is an exercise only!)

3. Assemble your tools.   
Trowels, buckets, tarps, small brushes, string (to mark off grid squares, excavation units), large nails (to hold the string) dental picks, tweezers, small plastic or paper bags, clipboards, recording forms, log books/site diary, pencils, tape measures, line levels, small screens, tin foil, jars to float seeds.

4.  Use artifacts that will contribute to answering your research question.  For example, if your research question was 'What kinds of food did people eat here?', be certain to use animal bones, vegetable remains, seeds, planting, or harvesting tools, food preparation tools and eating utensils.  If the people who lived at your sandbox site were vegetarians, you may want to challenge your students by putting chicken bones in the dig.  The students can look at the bones under a microscope and see if they have any butchering marks (cut marks made by a knife).  If there are no butchering marks, maybe the chicken was a pet or kept only for eggs or feathers!  Can the students distinguish between marks on bones made by a knife and marks on bones made by teeth?

* Get at least two different colours or types of matrix, e.g., grey sand and brown soil, fine clay, fine gravel.  Add a lens of finely ground charcoal to indicate a fireplace in the middle of the lower layer.
* Put some lumps of charcoal with the finely ground charcoal.  (The students can wrap them in tin foil without ever touching them with their hands - these are samples for radiocarbon or AMS dating.).
* Mix some seeds in the charcoal lens for the students to float.
* Put some fire blackened stones around the charcoal before you bury it.
* Make sure the lower layer is not flat on top- make the dig interesting by digging small pits.
* After you put the middle layer on, build a small structure by pushing sticks into the deposits, through the middle layer into the lower layer.  Remove the structure (accelerated rotting!).  See if the students find the post holes pushed into the lower stratum.  It will be indicated by traces of the middle layer within the lower layer.  This is easier to see if the lower layer is lighter in colour than the middle layer.
* Put modern artifacts in the top layer.
* Cover this all with a layer of humus or rotted compost.
* Cover the whole thing with sod or leaves and twigs.

Hint:  The deposits will compact better if you keep them wet.  Spray them with a spritzer bottle as you build your layers.  Let them settle if you can.  A couple of days is good if you can keep cats out that long.  Cover the sandbox with plastic to keep it damp.

When you 'plant' your artifacts, pay attention to which ones you are placing close together.  Group them within the matrix deposit type (i.e. up and down) as well as laterally.  Try to group them in such a way that the students can draw intelligent deductions.  Put most of them in the middle, but put some near the outside.  Try to put the hole in the bottom layer where it will be half excavated and half left in the balk (side of the pit).

**Set up!**

* Make a site datum.  This is a mark that will NEVER move.  It will become the point from which all measurements are taken.
* Get the students to mark off a square in the middle of the sandbox.  Make it precisely square, boxed to the points of the compass. Use the 3-4-5 rule.
* Mark off the top of your excavation unit with nails and string.
* Make the string precisely level.

 Measure the distance in N and E meters or centimeters from your datum.

 Measure down from the datum and get an exact placement of the string in relation to the datum.

 Now make all measurements inside your excavation unit from the string.

 Be sure to mark  the N/S/E/W sides of the unit.

**Excavate!**

* Have the students work in threes.  One is the designated recorder with a clip board, one measures, and one brushes or trowels.
* Draw the surface in plan view.

 Carefully brush or trowel the top layers.  Every time you find a change of soil colour, texture or grain size, you must draw it.

 You have to decide if you are going to excavate in natural layers (following the changes in soil colour, texture or grain size, removing the top layer completely before you excavate any of the next) or excavate in arbitrary (10 cm layers that will cut across changes in soil colour, texture or, grain size) layers.

 Students will record each feature, each soil change and each artifact.

 Keep every artifact in a small paper bag with the exact 3 point location (North, East and level below datum) written on the bag.

 If you are digging in arbitrary levels you will also draw every 10 cm.

 As you dig, try to keep the walls straight and square.  Do not lean or put any weight on the edge of the unit or it will collapse.  If it gets dry it is more likely to collapse, keep spraying it.  Cover it overnight.

**Profile!**

* Draw each side of the pit on graph paper. Measure in all the soil changes.

**Catalogue!**

* Describe and measure every artifact.
* Do not wash any artifacts you plan to test for residues (cutting tools, for example).
* Draw or photograph every artifact.
* Number every artifact. (Paint a small platform of nail polish, let it dry, ink on the number using a dip pen in india ink.  Use black for light coloured artifacts, white for dark coloured artifacts.)

 Enter the catalogue on the computer master list.

**Subsequent analysis is the really important part of archaeology - What does this all mean?  What can it tell us about the past?  If you don't get to post-cataloguing analysis, you haven't done archaeology, you have just scientifically taken a site apart.**

**Analyze!**   
Try to figure out what the soil changes, the features and the artifacts are telling us.

Some questions to ask your students:

* Can you identify any features in your unit? A feature might be a fire blackened area, a hearth ring of stones, a compacted or hardened area, a hole or a pit.
* Why would someone have dug a pit there?  Link it to what was found in the pit.
* Can you make any deductions as to what these features may have been - a packed floor that was the floor of a house, an outside work area or a dance platform - a hole for a post, for a totem pole base, or a storage pit.

 Is there any faunal (animal bones or teeth) or floral (plant or seed) remains associated with these features that may help you make these deductions.

 When you make these deductions, what other deductions are you ruling out? Do you think it is a good idea to rule out some possible deductions early in your investigation?

 What artifacts did you find?

 Which ones were found together?

 Did they come from the same stratigraphic level?

 Can you tell which ones were earlier?

 Later?

 What can you tell about the activities the people did at your site?

 Did you find any intrusive artifacts (artifacts from somewhere else)?

 How could they have got into your site? Think of at least 4 different ways.

 What can this tell you about culture contact, trade and commerce?

If you have time - excavate the rest of the sandbox, even if it is just with a shovel.   
Contrast the excavation unit you dug scientifically  with the rest.  The excavated unit was a sample, a sub set of the whole site.

* By only digging one part, what information, features, soil changes, artifacts etc. were missed?
* What percentage of the artifacts were found?  Missed?
* How would your ideas of the site change if you had dug the entire box?
* Was your sampling strategy representative?

If you actually do this entire dig - I would LOVE to hear about it!  In fact, if you take pictures of your students doing each of these activities, send them to me and I will put them on the web in the next revision of this web site.  Be certain to identify every student visible in each photograph.  You MUST enclose signed forms from each child's parents allowing their child's picture to be placed on the SFU web site.  I reserve the right to select and edit images.   Email me at [bwinter@sfu.ca](mailto:bwinter@sfu.ca)